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ABSTRACT

GRADES OR AGES: Grade five. SUBJECT MATTER: Health education. ORGANIZATION AND PHYSICAL APPEARANCE: This guide is illustrated with drawings and bound in a spiral binder. It is divided into five "strands" or topics and a bibliography. The five strands are as follows: Physical Health; Sociological Health Problems; Mental Health; Environmental and Community Health; and Education for Survival (safety and first aid). In each strand, important concepts, suggested discussion highlights, activities, and resources are listed. OBJECTIVES AND ACTIVITIES: Activities are suggested for each strand. Emphasis is on physical education and exercise, understanding of necessary nutrients, discussion of ways for disease control, information on the effect of chemical agents on our bodies, and questions about the proper utilization of water and the disposal of waste. INSTRUCTIONAL MATERIALS: Materials are listed for each strand and in the bibliography under the heading "Resources." STUDENT ASSESSMENT: None provided. OPTIONS: No option provided. (JA)

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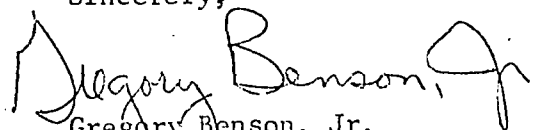
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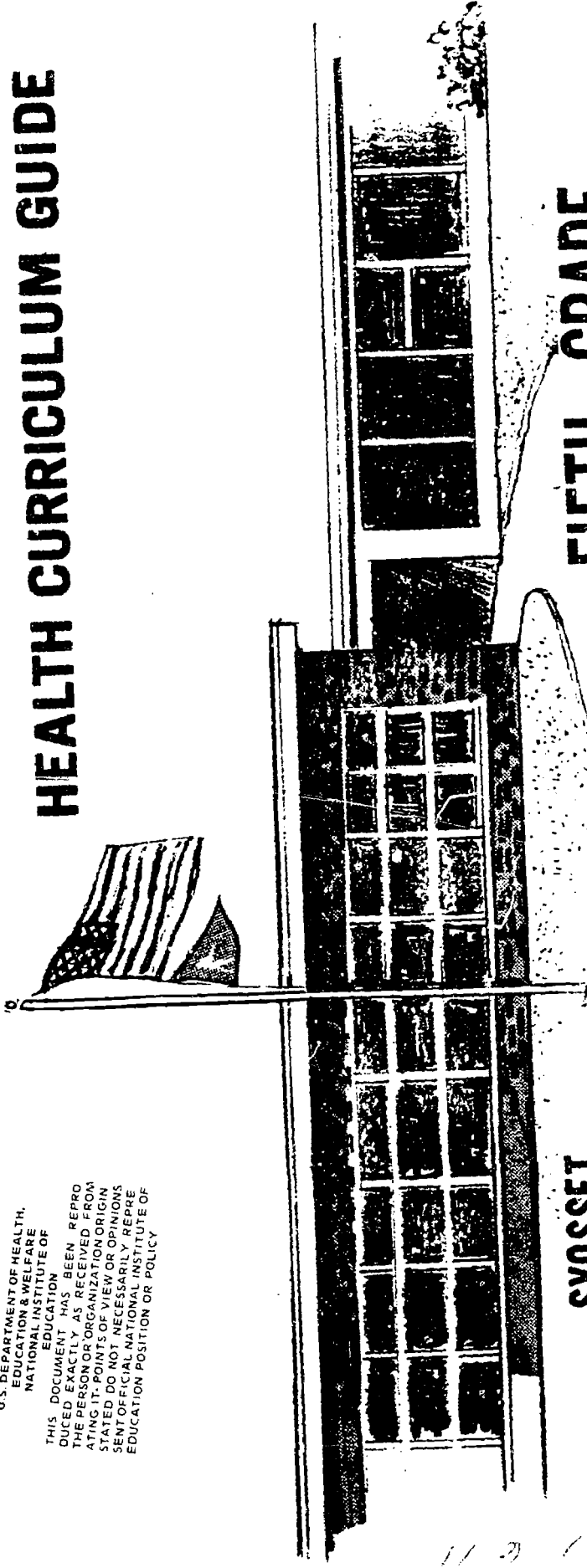
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Enclosures

ED 086708

HEALTH CURRICULUM GUIDE

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FIFTH GRADE

SYOSSET
PUBLIC
SCHOOLS

OPTIMAL HEALTH THROUGH LEARNING

Strand I	Strand II	Strand III	Strand IV	Strand V
PHYSICAL HEALTH	SOCIOLOGICAL HEALTH PROBLEMS	MENTAL HEALTH	ENVIRONMENTAL AND COMMUNITY HEALTH	EDUCATION FOR SURVIVAL
Health Status Nutrition Sensory Perception Dental Health Disease Prevention and Control	Smoking Drugs and Alcohol	Personality Devel- opment Sexuality Family Life Education	Environmental and Public Health World Health Consumer Health	Safety First-Aid and Survival Education

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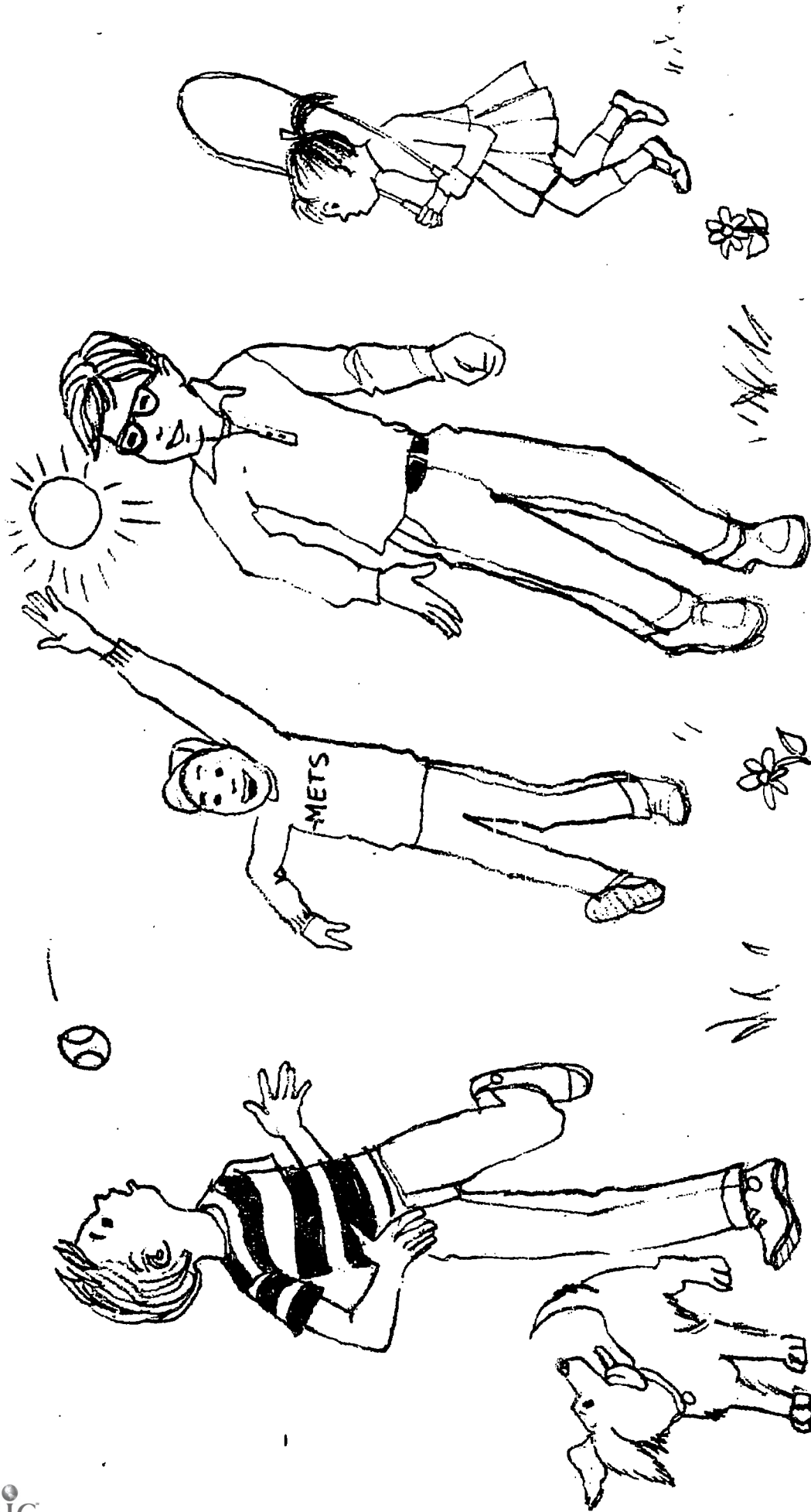
HEALTH CURRICULUM COMMITTEE

Dolores Debus, Chairman
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 Christina Carroll
 Lorraine Ritter
 Sylvia Secunda



PHILOSOPHY

Health is not merely the absence of disease but a state of physical, social and emotional well-being. Our goal is to guide the student toward achievement of optimum health by developing positive feelings about himself and others and to enhance his ability to cope with life situations.



STRAND I PHYSICAL HEALTH

HEALTH STATUS

CONCEPT: TO UNDERSTAND THE INTERRELATIONSHIP AMONG BODY SYSTEMS IN THE MAINTENANCE OF GOOD HEALTH.

<u>Discussion Highlights</u>	<u>Activities</u>	<u>Model</u>
What are the body systems?	Disassemble "Herman" the human torso and head model. Ask the pupils to identify and separate the parts. This can be done on an individual or group basis.	<u>Human body systems.</u> With cassettes and work sheets.
1. Skeletal		Introduction - sheets 1, 2, and 3
2. Muscular		Respiration - sheets 4, 5, and 6
3. Digestive		Circulation - sheets 7 - 11
4. Respiratory		Digestion - sheets 12 and 13
5. Circulatory	Draw an outline of the body of a student who is lying on a large piece of paper. Use this form to map out the location and paths of the body systems.	Muscles - sheets 18 and 19
6. Nervous	Have the students open and close their fist for one minute. Relate this action to the continuous pumping action of the heart.	Skeleton - sheets 20 and 21
	Have the students make a chart showing the following:	<u>Filmstrips</u> FS 493 <u>Your digestion.</u> FS 984 <u>The bones and muscles.</u>
	1. Body temperature before and immediately following strenuous exercise.	

2. Pulse and respiration while sitting down and after jumping up and down for thirty seconds.

Ask the physical education teacher to discuss the topic "Exercise and Fatigue" and to demonstrate active and passive exercises.

What is the relationship between overweight and underweight and physical performance?

Have a child walk across the classroom several times. Check his pulse and respiration rates. Then have the same student repeat the action carrying a ten pound weight. Retake the pulse and respiration.

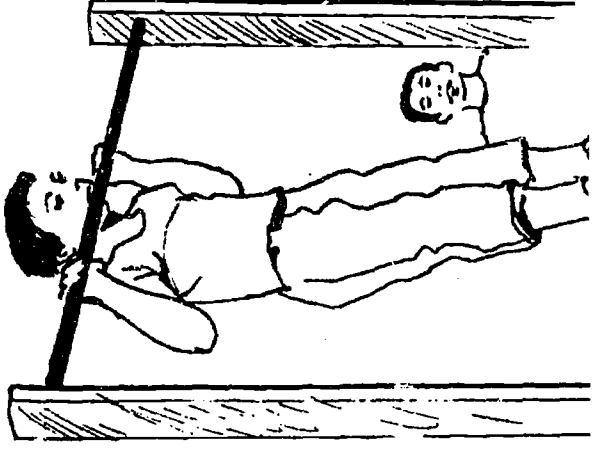
Invite an athlete or high school coach to class to discuss the regime an athlete must adhere to in order to keep fit.

CORRELATE WITH SCIENCE
AND FAMILY LIFE UNITS.

Antonacci, Robert
Physical fitness for young champions.

Manners, William
1, 2, 3 go: a handbook of physical fitness.

Walsh, John
The first book of physical fitness.



NUTRITION

CONCEPT: TO UNDERSTAND THAT THE BODY NEEDS SPECIFIC NUTRIENTS FOR GROWTH AND DEVELOPMENT.

Discussion Highlights

What specific nutrients are needed for growth? What are the functions of each?

Include:

- Protein - body building
- Carbohydrate - energy
- Fat - energy
- Minerals (calcium, phosphorus, iron, iodine, etc.) - tissue repair and chemical processes within the body
- Vitamins - assist in regulating metabolism

In the various regions of the U.S. different combinations of foods are eaten which supply the necessary nutrients.

Activities

Using food models or pictures posted on cards, have the students sort the foods into the various nutrient categories.

To discover the need for calcium in the bones, take a clean chicken bone and cover it with vinegar. Let it stand for several days and examine the bone at intervals. The mineral matter will dissolve and the bone will lose its strength and firmness so that it can be bent easily.

Plan a research project concerning the discovery and history of certain vitamins.

Plan nutritional meals representing the various regions of the U.S.

Make a taped weekly radio program or newspaper entitled "Nutrition News"

Resources

Filmstrip

FS 1344 Nutrition for you: Part I - What is nutrition? With record/cassette.

Transparencies

TR 135 Vitamins A and C.
TR 136 Vitamin B (complex group).

TR 137 Vitamin D and others.

TR 138 Minerals.

TR 139 How the body uses food.

Filmstrip

FS 632 How vitamins help man.

Faber, Doris

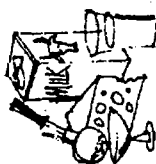
The miracle of vitamins.

including sound nutritional information and best buys of the week. Distribute or broadcast to the rest of the school.

Food, not pills, are the best source of nutrients.

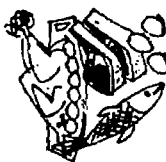
MILK GROUP

milk, cheese,
ice cream



MEAT GROUP

meat, poultry,
fish, eggs—with
dry beans, dry
peas and nuts
as alternates



**BREAD-CEREALS
GROUP**



**VEGETABLE-
FRUIT GROUP**

NUTRIENT
CALORIES
VITAMINS
ENERGY



Debate: "Are nutrient pills necessary or useful if we eat a well-balanced diet?" Include in the discussion:

1. Is there anything in the pills which we cannot get from food?
2. Does the body get rid of or store excess vitamins?
3. Can one become ill from too many vitamins?

Invite a home economics teacher, nutritionist, dietitian or school lunch manager to discuss nutritional needs and the proper way of meeting these needs.

Knopf, Mildred O.

Around America: a cookbook for young people.

Ames, Gerald
Food and life.

Klagsburn, Francine
Your health: nutrition.

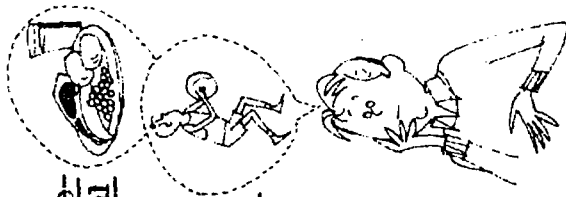
Riedman, Sarah
Food for people.

Perl, Lila

Red-flannel hash and shoe-fly pie; American regional foods and festivals.

Piltz, Albert
How your body uses food.

Zim, Herbert
Your food and you.



CORRELATE WITH SCIENCE, SENSORY PERCEPTION AND FAMILY LIFE UNITS.

SENSORY PERCEPTION

CONCEPT: TO UNDERSTAND THE INTERRELATIONSHIP BETWEEN SENSORY PERCEPTION,
OTHER SYSTEMS AND GENERAL HEALTH.

Discussion Highlights

How does poor health or poor health practice affect the functioning of our senses?
Include:

Upper respiratory infection (cold) can interfere with hearing, vision, taste and smell.

Fatigue can cause blurring of vision.

Hunger can cause headache with resultant inability to focus.

Vitamin deficiency can cause night blindness or sores in the mouth.

The use of chemical agents such as tobacco, drugs and alcohol affect the senses in many varied ways depending on the agent ingested.

Activities

Invite a speaker from the Nassau County Traffic Safety Division to lecture on the relationship of impaired vision or hearing and pedestrian or traffic safety.

Resources

Cosgrove, Margaret
Wonders of your senses.

Silverstein, Alvin
The sense organs: our link with the world.

Patterson, George
It's really up to you: you and alcohol.

List the various functions of the body that are dulled by excessive drinking. Beside each dulled function note a related potential problem.

CORRELATE WITH SCIENCE, DRUG, AND FAMILY LIFE UNITS.



DILATED PUPIL



NORMAL PUPIL



PINPOINT PUPIL

DENTAL HEALTH

CONCEPT: TO UNDERSTAND THAT DENTAL HEALTH IS A SIGNIFICANT PART OF ONES TOTAL HEALTH.

Discussion Highlights

What causes tooth decay?

Food + Bacteria = Acid

Acid + Tooth Enamel = Decay

Activities

Experiment:

To show that acid weakens calcium containing substances, such as tooth enamel.

Place a whole egg in a bowl of vinegar (acetic acid) for about 24 hours. The egg should become soft as the vinegar decalcifies the shell. This experiment can be made more dramatic by showing at the start of the experiment that the egg cannot be pushed through the top of a milk bottle, but will slip easily into the bottle after decalcification.

What are the effects of tooth cleaning foods?

Demonstrate the benefits of a cleaning food by cutting an apple and a marshmallow. Note how the marshmallow sticks to the knife while the knife which cut the apple looks clean. Emphasize that cleaning foods leave teeth free of debris while sweet, sticky foods remain on the teeth.

Resources

Hammond, Winifred
The riddle of teeth,

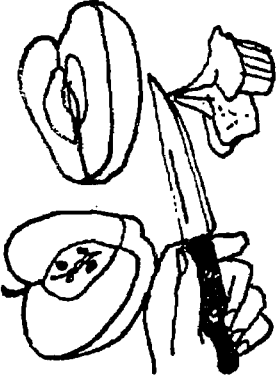
Filmstrip
FS 500 Your teeth.

What is the effect of smoking on teeth and gums?

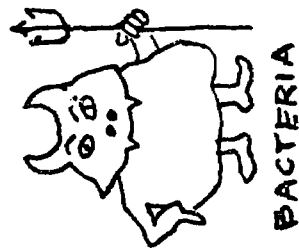
What is the role of vitamins A, D and C in the diet in respect to teeth and gums?

Use the smoking machine to demonstrate the nicotine residue.

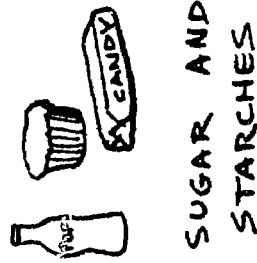
Correlate with activities on vitamins in Strand I - Nutrition.



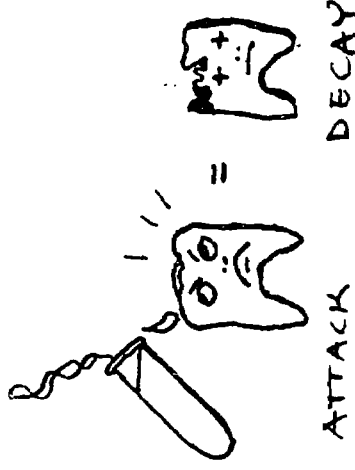
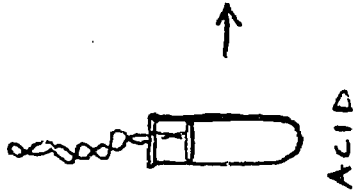
DECAY PROCESS



+



=



DISEASE PREVENTION AND CONTROL

CONCEPT: TO EXPLORE THE METHODS DEVELOPED BY MAN FOR THE PREVENTION AND CONTROL OF DISEASE.

Discussion Highlights

How do the following prevent and control disease?

1. Immunization

Have the nurse-teacher visit the class and discuss current immunizations. Ask her to relate this information to the immunization data on the pupils cumulative health records.

2. Sterilization

Have students research the various methods of sterilization.

Bacteria Experiment:

Show that germs "like" a warm, moist, and dark atmosphere in order to thrive and multiply.

1. Crush several dried beans.
2. Place half of the beans in each of two containers. Cover with water.
3. Store one of the containers in a warm, dark place and the other one on the

Activities

Resources

Cohen, Daniel
Vaccination and you.

Loebel, Suzanne
Fighting the unseen: the story of viruses.

Riedman, Sarah
Shots without guns: the story of vaccination.

classroom sill. After several days note the results.

4. Secure two apples. Peel two apples and place one in a dark, moist, and warm place: leave the other exposed to the air and sunlight. Note the results in a few days.

3. Refrigeration

To demonstrate the need for refrigeration in preserving foods, obtain two glasses of milk and cover them. Put one in the refrigerator and leave the other outside at room temperature. Compare the milk in each glass for several days noting the difference in appearance, texture and taste.

Lietz, Gerald
Junior science book of
bacteria.

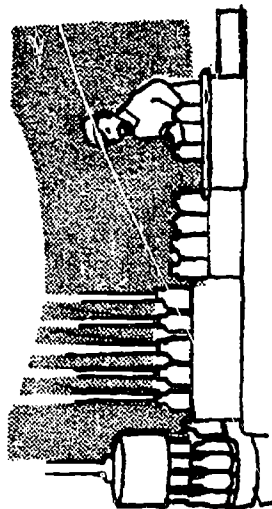
4. Pasteurization

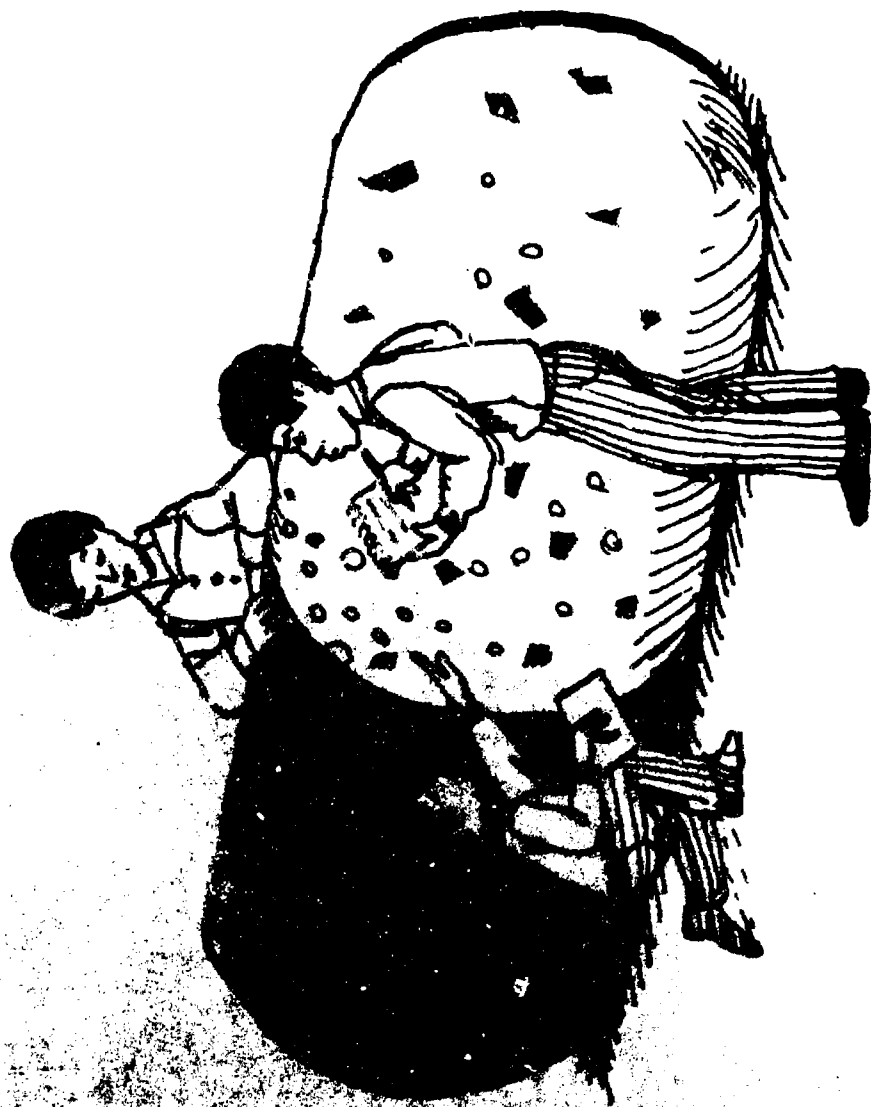
Visit a Pasteurization Plant.

Lauber, Patricia
The quest of Louis Pasteur.

5. Public Health

Arrange for speakers from the Nassau County Department of Health - Environmental Health Division.





STRAND II SOCIOLOGICAL HEALTH PROBLEMS

DRUG EDUCATION

CONCEPT: TO UNDERSTAND THE EFFECTS OF CHEMICAL AGENTS (TOBACCO, DRUGS AND ALCOHOL) ON OUR BODY AND TO EXAMINE THE REASONS FOR THEIR USE.

Discussion Highlights

What are the scientific facts concerning the effects of drugs (nicotine, alcohol and tobacco) on our body?
Examine the:
Circulatory System
Respiratory System
Digestive System
Central Nervous System

Activities

Make a "Smoking Machine".
See nurse-teacher for directions.

Plan a display for an anti-smoking campaign.

Have the students write to American Cancer Society, American Heart Association, Nassau Tuberculosis-Respiratory Disease Association, Drug Addiction Control Center and Alcoholics Anonymous for material.
Invite speakers from the above organizations.



Resources

- Film**
F 363 Smoking and health: a report to youth.
- Filmstrips**
FS 1138 Life in Jamestown.
FS 1131 Tobacco: the habit and the hazards.
With record/cassette.
FS 1139 Marijuana: don't try it. With record/cassette.
- Cass, Diane**
It's really up to you: you and smoking.
- Marr, John S.**
A breath of air and a breath of smoke.
- Osborn, Robert Chelsey**
Dying to smoke.
- Patterson, George**
It's really up to you: you and alcohol.
- Terry, Luther L.**
To smoke or not to smoke.

Drugs are classified according to the effect they have on our body. What are the effects of the following?

Stimulants (Amphetamines)

Depressants (Barbiturates)

Narcotics

Analgesics

Hallucinogens

Antibiotics

Emetics

Carminatives

How might the following factors contribute to drug misuse?

emotional stress

adolescent stress

curiosity

peer group pressure

Have the students prepare a panel discussion in which they point out the varied beneficial uses of drugs and what is meant by drug abuse.



Make a mystery box with many open ended situations (lost your dog, failed a test, won an election, etc....). Have the students role play their reaction to the situation.

Have a committee prepare a bulletin board display of pictures depicting a variety of emotions such as anger, fear, love, happiness, etc. An appropriate title might be "Emotions We Live With".

Film

F 326 Drugs and the nervous system.

Filmstrip

F3 1188 Facts about drugs. With record.

Finkel, Lawrence S.

The play is yours: you and drugs.

Gorodetsky, Charles W.

What you should know about drugs.

Madison, Arnold

Drugs and you.

Picture - Available in all school libraries
What we do day by day.

Study Print 8

Model

Human body systems. With cassette and worksheet. Nervous - sheets 14 - 16.

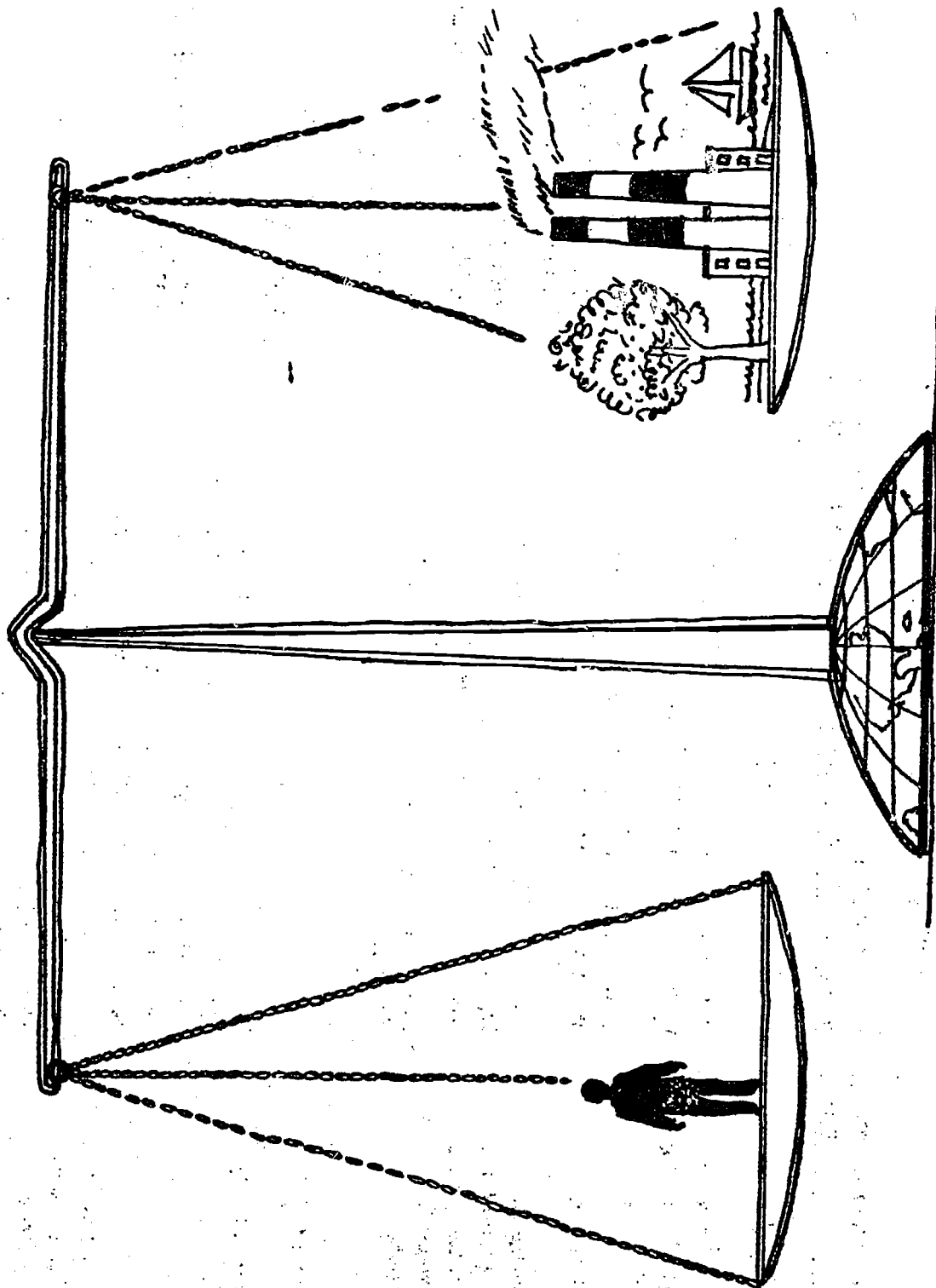
CORRELATE WITH SCIENCE, SENSORY PERCEPTION,
CONSUMER HEALTH AND FAMILY LIFE UNITS.



SEE FAMILY LIFE CURRICULUM GUIDE



STRAND IV ENVIRONMENTAL AND COMMUNITY HEALTH



ENVIRONMENTAL AND PUBLIC HEALTH

CONCEPT: TO UNDERSTAND THAT THE INDIVIDUAL AND THE COMMUNITY HAVE A RESPONSIBILITY FOR THE PROPER UTILIZATION OF THEIR WATER AND PROPER DISPOSAL OF WASTE.

Discussion Highlights

Why does man need water?
(essential to health, safety and recreation)

How has man polluted his water supply?

industrial dumping of organic matter (chemical, oils, heated water, etc.)
dumping of sewage from houses and boats
detergents

litter
insecticides and poisons

How is a safe water supply insured?

Include:
purification
desalinization
limited use of phosphates
limited use of poisonous sprays in agriculture
legislation

Activities

Have children list ways in which they use water in a twenty-four hour period.

Collect and display pictures and articles about polluted water.

Have the children prepare and present a taped slide production showing water pollution problems with their possible solutions.

(Use Ektagraphic Visualmaker available from I. M. C.)

To understand how dirt and other materials are filtered out of water, make a water filter. You will need a large clean tin can. Punch several holes in the bottom of the can, and cover the bottom with a clean cloth. Next, fill it about two-thirds full of clean washed sand. Pour some clean water through the sand. Does it come out clear? Now pour about a cupful of muddy water into the can. Does this water come out any cleaner at the bottom? What happened to the dirt in the muddy water?

Resources

Lewis, Alfred
This thirsty world.

Gabel, Margaret
Sparrows don't drop candy wrappers.

Schlichting, Harold E.
An introduction to pollution.

Film
F 372 Stream.

Carlson, Carl W.
Water fit to use.

Halacy, D. S.
Now or never; the fight against pollution.

Heindel, L. A.
The water we live by.

Millard, Reed
Clean air - clean water.

Pringle, Laurence

Plan a poster campaign for the school on the proper methods that should be used in protecting our water supply.

Have the children write to their county, state or federal representatives urging anti-pollution legislation.

Visit a water treatment plant.

Visit a sewage treatment plant or invite a speaker from a sewage disposal plant to the class.

What is the importance of the proper disposal of waste and sewage?

Shuttlesworth, Dorothy
Clean air - sparkling water: the fight against pollution.

Chester, Michael
Let's go to stop water pollution.

Laycock, George
Water pollution.

Filmstrip
FS 1369 Water. With record/cassette.

Pictures
P 256-265 Discovering our environment.

Marshall, James
Going to waste.



CORRELATE WITH DISEASE
PREVENTION AND CONTROL UNIT.

CONSUMER HEALTH

**CONCEPT: TO UNDERSTAND THAT THE INDIVIDUAL HAS A RESPONSIBILITY TO
UTILIZE THE CRITERIA NECESSARY FOR WISE CONSUMPTION.**

Discussion Highlights

How can a fifth grade student influence the buying done with-
in a classroom or household?

What is the difference between
emotional and rational buying?

What are the things that in-
fluence our purchasing?

Include:
packaging
advertising
slogans
promises or claims

**this Special
Introductory Kit**

- relief for your kind of cold.

Activities

Correlate with Dental Health Unit
and have the students plan and pur-
chase the food for a classroom
party.

Have the students prepare a script
and tape a commercial for a
fictitious health product.

Bring in advertisements of health
products and note the claims made
by these ads. Compare the ad-
vertisements of similar products.

Bring in labels and advertise-
ments for nutrient pills, i.e.,
iron, calcium, vitamins, etc.
Analyze these for content. This
activity can be correlated with
the debate suggested in the unit
on Nutrition.

The unique back support system.

Resources

Graham, Ada and Graham, Frank
The great American shopping
cart: how America gets its food
today.

**for MORE of what you look for
in an antacid**

Buyer Be Aware

**Vitamin C may help
fight infections.**

WORLD HEALTH

CONCEPT: TO RECOGNIZE THE CONTRIBUTIONS OF VARIOUS SCIENTISTS THROUGHOUT THE WORLD TOWARD WORLD HEALTH.

Discussion Highlights

Who are the scientists who have contributed to the control or eradication of disease?

Include:

Lister
Jenner
Curie
Leeuwenhoek
Reed
Pasteur
Salk
Sabin
Koch

Activities

Plan a research project concerning physicians and scientists who have contributed research and knowledge in the area of disease prevention and control.

Play a game "Who Am I?". Have the children list five outstanding characteristics or role play a scientist who has contributed to world health and see who can guess the character first.

Make a shoe box movie of the scientists and their discoveries.

Using the Ektagraphic Camera Kit, make a taped slide production on man's fight against disease.
(Ektagraphic Visualmaker available from I. M. C.)

Resources

Dietz, David
All about great medical discoveries.

Eberle, Irmegarde
Edward Jenner and smallpox vaccination.

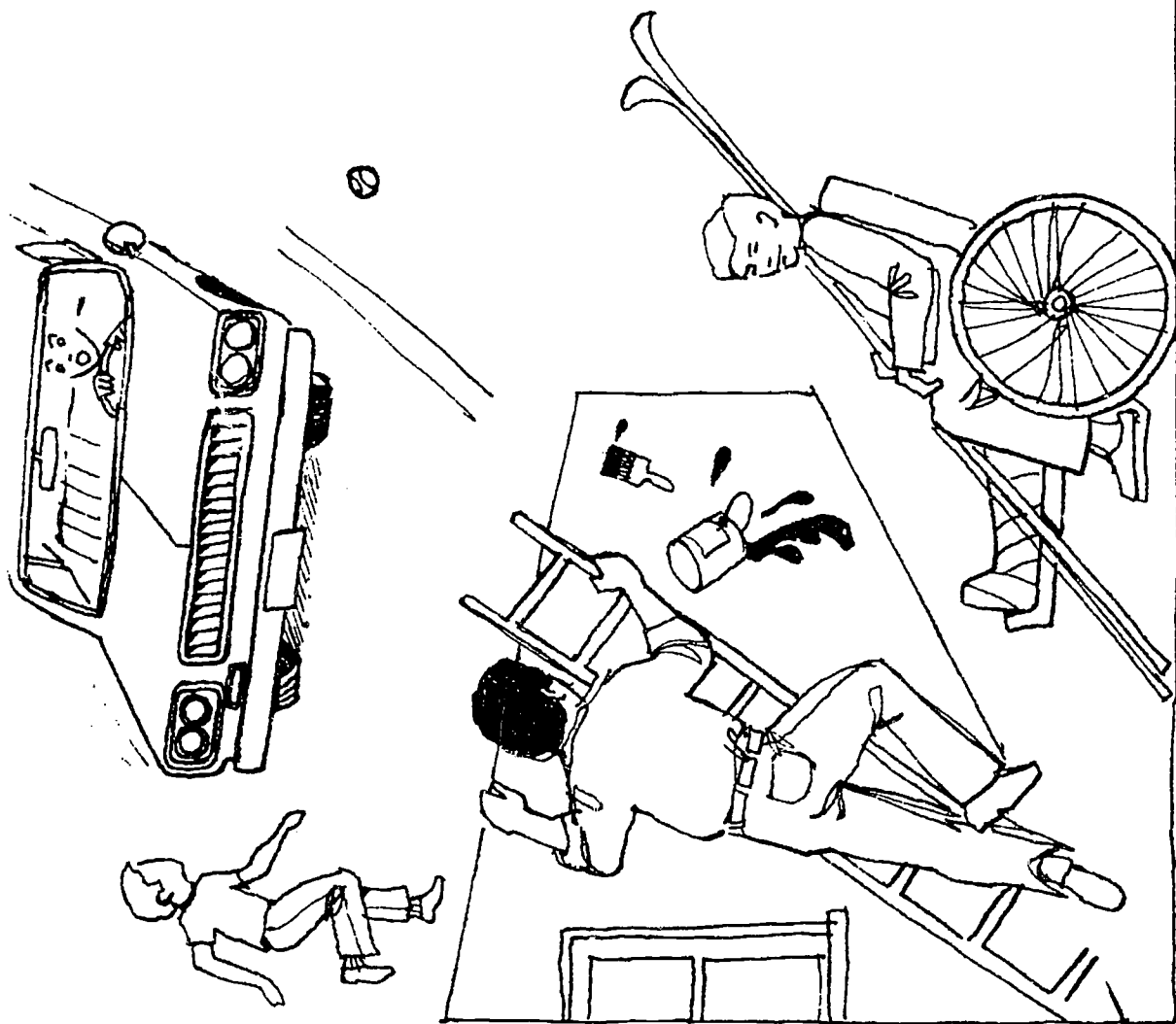
Grant, Madeline P.
Wonder world of microbes.

Henry, Joanne Landers
Marie Curie, discoverer of radium.

Hill, Ralph N.
The doctors who conquered yellow fever.

Navin, Sullivan
Pioneer germ fighters.

Williams, Beryl and Epstein, Samuel
Medicine from microbes. The story of antibiotics.



SAFETY

CONCEPT: TO UNDERSTAND THAT THE KNOWLEDGE OF SAFETY PRACTICES ENABLES THE STUDENT TO MAKE THE APPROPRIATE RESPONSES IN EMERGENCY SITUATIONS.

Discussion Highlights

FIRE: What are the potential hazards which can cause a fire in the home?

What are the methods by which people can alleviate these hazards?

Why are periodic check-ups in the home and preplanning essential?

WATER: To make students aware of the latest method of resuscitation.

ENVIRONMENTAL: How can the proper use of household items and appliances prevent accident and injury?

What are the ways our commodities - gas and electric - are used in the home?

Activities

Distribute checklist from Syosset Fire Department.
(Available from nurse-teacher)

See First Aid unit.

LILCO Program - High Voltage.

Resources

Film
Exit drill in the home.
(Available from the Fire Marshall's office - see nurse-teacher and allow time for procurement.)

Wilson, Dorothy
Fire prevention.

LILCO

High Voltage Program

Display, lecture and demonstration.
For arrangements call -
516 - PI 7-1000

What are some of the household items which students may use, i.e., toaster, iron, sewing machine, lawn mower?

How can the proper use of tables, chairs and banisters prevent accidents?

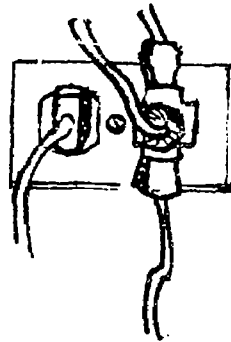
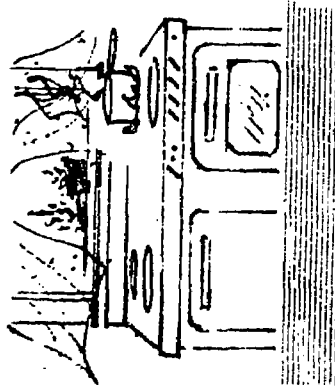
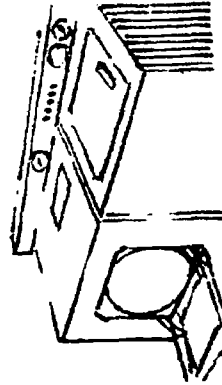
BUS DRILL: As a matter of policy, teachers will be asked to participate in a bus safety program each year at each grade level.

Have individual students take one item, i.e., toaster, iron, chair lawnmower and draw up a safety checklist for use.

Bolian, Polly and Hinds, Shirley
Safety - a first book.

Filmstrip

FS 1323 The tilted chair. With cassette.



FIRST AID

CONCEPT: TO MAKE STUDENTS AWARE OF THE PROCEDURE INVOLVED IN MOUTH TO MOUTH RESUSCITATION.

Discussion Highlights

Artificial respiration is the method of getting air in and out of the lungs of a person who has stopped breathing.

It is important for everyone to know how to give artificial respiration in an emergency.

The ability to act quickly is imperative when a person needs artificial respiration.

Activities

Ask nurse-teacher to come to class and demonstrate mouth to mouth resuscitation.

Resources

Film
F 463 Breath of life.

Card
Rescue Breathing.
(Available from LILCO
see nurse-teacher)

Model
Resusci Anne

Essentials of

RESCUE BREATHING

1

*Prevent
Obstruction*



Tilt head...



or Lift Chin



or Lift Jaw

2

*Inflate
Lungs*



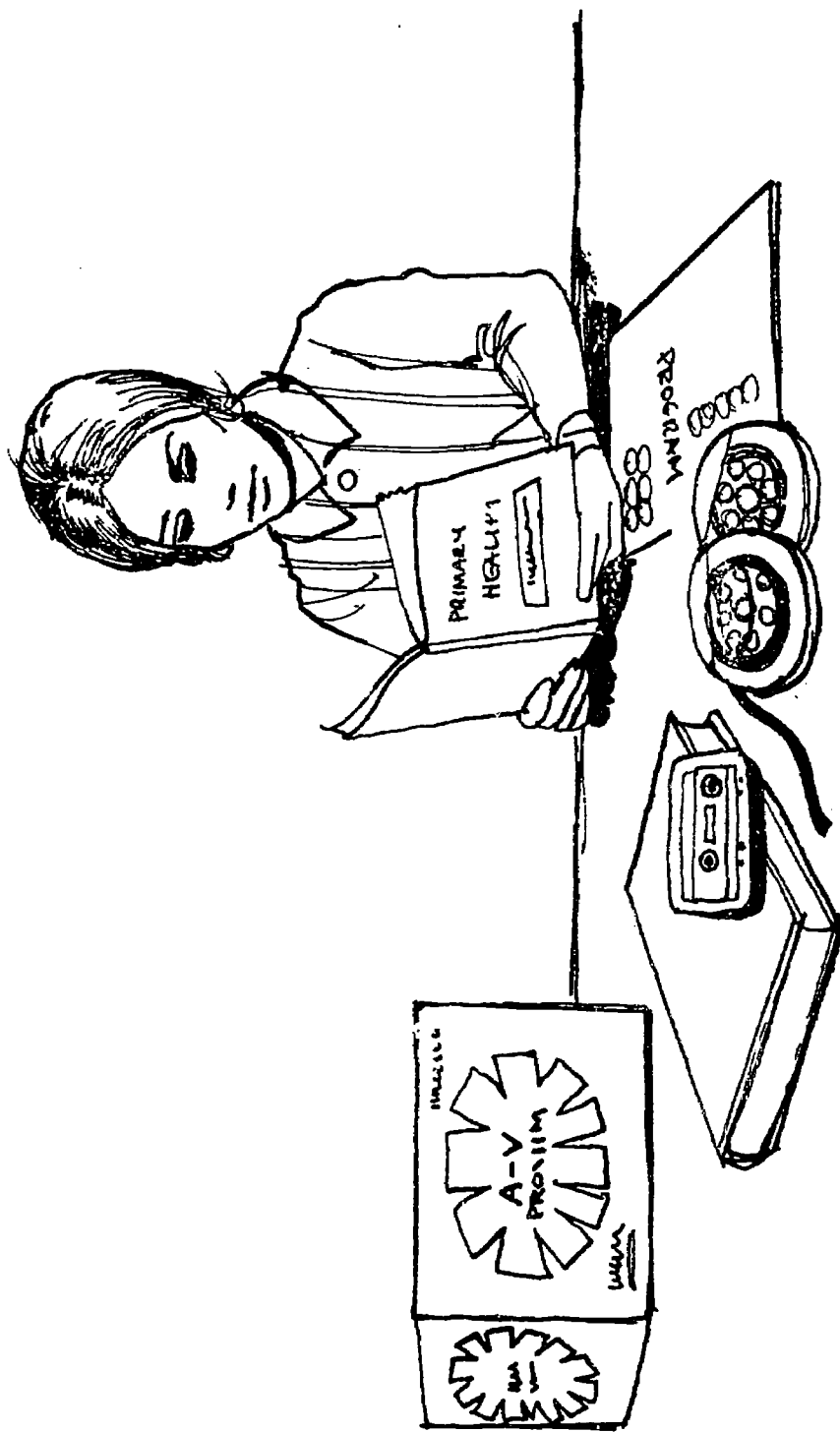
Thru Nose...



or Mouth...



or Both



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